

# School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Napa High School	28662662835601	May 28, 2024	June 20, 2024

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state’s Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Napa High School for meeting ESSA’s planning requirements for in alignment with the LCAP and other federal, state, and local programs.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made inform the SPSA development process.

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# Plan Description

Briefly describe your school's plan for effectively meeting the ESSA's planning requirements for in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Codes sections 41507, 41572, and 64002 and the federal Elementary and Secondary Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA. In addition, Napa Valley Unified School District will meet ESSA requirements to support academic achievement so that all students, particularly the lowest-achieving students, demonstrate proficiency on the State's academic standards and California Dashboard Indicators. School goals will influence the entire educational program of the school and are aligned with the goals of the LCAP regarding students outcomes and student and parent engagement. Goals will support the school in improving State Dashboard Indicators related to: school climate, academic achievement, graduation rate, college and career readiness, and local indicators as defined in the Dashboard. Additionally, the SPSA reflects the full WASC self-study that was conducted during the 2022-2023 school year and the WASC Action Plan.

## Educational Partner Involvement

How, when, and with whom did your Napa High School consult as part of the planning process for this SPSA/Annual Review and Update?

### Involvement Process for the SPSA and Annual Review and Update

The draft SPSA was codeveloped by the principal and site leadership team. The draft was shared with the English Learner Advisory Committee and the School Site Council for input and approval. Updates on actions and progress toward goals are reviewed at each SSC meeting and ELAC meeting.

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI only.

## Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

### California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

There are three categories in which Napa High School has scored in the Orange or Red. Those are in math, English Learner Progress, and suspension rates.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

In English Language Arts, Students with Disabilities scored two levels below the school as a whole. On the College and Career Readiness indicator, Students with Disabilities and English Learners scored very low. With regard to graduation rates, Students with Disabilities are in the Orange category.

### Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.



# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level Napa High School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

### Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.2%	0.06%	0%	4	1	0
African American	0.5%	0.50%	0.45%	10	9	8
Asian	0.9%	0.77%	0.85%	17	14	15
Filipino	0.4%	0.55%	0.4%	8	10	7
Hispanic/Latino	70.3%	72.84%	75.14%	1,345	1,317	1324
Pacific Islander	%	0.06%	0%		1	0
White	25.4%	23.45%	21.57%	486	424	380
Multiple/No Response	2.1%	1.66%	1.53%	40	30	27
<b>Total Enrollment</b>				1,914	1,808	1762

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 9	532	437	419
Grade 10	457	513	444
Grade 11	434	426	482
Grade 12	491	432	417
<b>Total Enrollment</b>	1,914	1,808	1,762

# School and Student Performance Data

## English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners (EL)	323	362	389	16.9%	20.0%	21.1%
Fluent English Proficient (FEP)	16	32	35	4.0%	1.8%	2%
Reclassified Fluent English Proficient (RFEP)	912	833	757	47.6%	44.3%	43%

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	402	393	459	0	384	440	0	384	440	0.0	97.7	95.9
All Grades	402	393	459	0	384	440	0	384	440	0.0	97.7	95.9

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		2549.	2580.		15.36	20.91		27.08	30.45		20.83	24.32		36.72	24.32
All Grades	N/A	N/A	N/A		15.36	20.91		27.08	30.45		20.83	24.32		36.72	24.32

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		14.58	19.36		56.77	59.45		28.65	21.18
All Grades		14.58	19.36		56.77	59.45		28.65	21.18

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		20.05	27.40		48.70	46.35		31.25	26.26
All Grades		20.05	27.40		48.70	46.35		31.25	26.26

<b>Listening</b>									
<b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 11</b>		10.68	13.67		67.19	69.93		22.14	16.40
<b>All Grades</b>		10.68	13.67		67.19	69.93		22.14	16.40

<b>Research/Inquiry</b>									
<b>Investigating, analyzing, and presenting information</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 11</b>		14.84	21.18		65.89	65.15		19.27	13.67
<b>All Grades</b>		14.84	21.18		65.89	65.15		19.27	13.67



# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	402	393	457	0	382	446	0	382	446	0.0	97.2	97.6
All Grades	402	393	457	0	382	446	0	382	446	0.0	97.2	97.6

\* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		2504.	2507.		7.07	6.95		8.38	11.21		19.63	20.63		64.92	61.21
All Grades	N/A	N/A	N/A		7.07	6.95		8.38	11.21		19.63	20.63		64.92	61.21

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		8.90	6.95		28.27	35.20		62.83	57.85
All Grades		8.90	6.95		28.27	35.20		62.83	57.85

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		7.59	9.42		55.76	61.21		36.65	29.37
All Grades		7.59	9.42		55.76	61.21		36.65	29.37

<b>Communicating Reasoning</b> <b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 11</b>		7.85	8.07		58.38	55.61		33.77	36.32
<b>All Grades</b>		7.85	8.07		58.38	55.61		33.77	36.32

# School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC)) web page or the [ELPAC.org](http://ELPAC.org) website for more information about the ELPAC.

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	1532.4	1526.3	1515.1	1527.3	1516.9	1512.0	1537.2	1535.1	1517.8	99	94	96
10	1532.6	1534.8	1526.8	1533.0	1528.0	1513.0	1531.6	1541.2	1540.1	82	89	96
11	1521.5	1515.6	1511.9	1510.7	1507.3	1489.4	1531.8	1523.5	1533.8	51	74	84
12	1541.5	1535.5	1511.3	1544.2	1528.1	1494.9	1538.3	1542.3	1527.1	40	44	65
All Grades										272	301	341

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	6.19	5.32	7.29	39.18	32.98	22.92	37.11	44.68	32.29	17.53	17.02	37.50	97	94	96
10	9.88	12.36	7.29	29.63	29.21	42.71	35.80	34.83	23.96	24.69	23.60	26.04	81	89	96
11	3.92	4.05	8.33	31.37	25.68	14.29	33.33	33.78	39.29	31.37	36.49	38.10	51	74	84
12	7.50	2.27	6.15	37.50	31.82	18.46	27.50	47.73	36.92	27.50	18.18	38.46	40	44	65
All Grades	7.06	6.64	7.33	34.57	29.90	25.51	34.57	39.53	32.55	23.79	23.92	34.60	269	301	341

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	20.62	9.57	15.63	48.45	52.13	31.25	19.59	23.40	35.42	11.34	14.89	17.71	97	94	96
10	22.22	17.98	15.63	41.98	41.57	41.67	17.28	30.34	23.96	18.52	10.11	18.75	81	89	96
11	15.69	18.92	10.71	47.06	33.78	30.95	5.88	22.97	25.00	31.37	24.32	33.33	51	74	84
12	27.50	11.36	6.15	42.50	59.09	36.92	17.50	11.36	26.15	12.50	18.18	30.77	40	44	65
All Grades	21.19	14.62	12.61	45.35	45.51	35.19	15.99	23.59	27.86	17.47	16.28	24.34	269	301	341

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	1.03	1.06	2.08	16.49	18.09	13.54	50.52	47.87	33.33	31.96	32.98	51.04	97	94	96
10	3.70	6.74	4.17	12.35	16.85	20.83	43.21	41.57	40.63	40.74	34.83	34.38	81	89	96
11	0.00	4.05	5.95	3.92	8.11	9.52	54.90	37.84	34.52	41.18	50.00	50.00	51	74	84
12	0.00	0.00	3.08	20.00	13.64	9.23	32.50	56.82	33.85	47.50	29.55	53.85	40	44	65
All Grades	1.49	3.32	3.81	13.38	14.62	13.78	46.47	44.85	35.78	38.66	37.21	46.63	269	301	341

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	7.22	3.19	9.38	65.98	75.53	59.38	26.80	21.28	31.25	97	94	96
10	7.41	1.12	7.29	62.96	78.65	67.71	29.63	20.22	25.00	81	89	96
11	1.96	0.00	1.19	62.75	47.30	53.57	35.29	52.70	45.24	51	74	84
12	7.50	0.00	1.54	60.00	68.18	49.23	32.50	31.82	49.23	40	44	65
All Grades	6.32	1.33	5.28	63.57	68.44	58.36	30.11	30.23	36.36	269	301	341

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	59.79	63.83	59.38	28.87	22.34	22.92	11.34	13.83	17.71	97	94	96
10	59.26	62.92	57.89	23.46	28.09	24.21	17.28	8.99	17.89	81	89	95
11	50.98	56.76	38.10	19.61	20.27	33.33	29.41	22.97	28.57	51	74	84
12	67.50	68.18	40.00	22.50	18.18	33.85	10.00	13.64	26.15	40	44	65
All Grades	59.11	62.46	50.00	24.54	22.92	27.94	16.36	14.62	22.06	269	301	340

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	7.22	8.51	4.17	47.42	44.68	34.38	45.36	46.81	61.46	97	94	96
10	7.41	11.24	8.33	37.04	42.70	47.92	55.56	46.07	43.75	81	89	96
11	1.96	5.41	7.14	43.14	28.38	33.33	54.90	66.22	59.52	51	74	84
12	2.50	2.27	6.15	42.50	50.00	23.08	55.00	47.73	70.77	40	44	65
All Grades	5.58	7.64	6.45	42.75	40.86	35.78	51.67	51.50	57.77	269	301	341

**Writing Domain**  
**Percentage of Students by Domain Performance Level for All Students**

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>9</b>	1.03	0.00	2.08	77.32	75.53	63.54	21.65	24.47	34.38	97	94	96
<b>10</b>	1.23	2.25	0.00	71.60	66.29	75.00	27.16	31.46	25.00	81	89	96
<b>11</b>	4.00	2.70	7.14	70.00	55.41	53.57	26.00	41.89	39.29	50	74	84
<b>12</b>	12.50	2.27	9.23	57.50	70.45	52.31	30.00	27.27	38.46	40	44	65
<b>All Grades</b>	3.36	1.66	4.11	71.27	67.11	62.17	25.37	31.23	33.72	268	301	341

# School and Student Performance Data

## California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>1762</b>	<b>75</b>	<b>21.1</b>	<b>0.2</b>
Total Number of Students enrolled in Napa High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	371	21.1
Foster Youth	3	0.2
Homeless	28	1.6
Socioeconomically Disadvantaged	1321	75
Students with Disabilities	234	13.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	8	0.5
Asian	15	0.9
Filipino	7	0.4
Hispanic	1324	75.1
Two or More Races	27	1.5
White	380	21.6

# School and Student Performance Data

## Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

### 2023 Fall Dashboard Overall Performance for All Students

#### Academic Performance

##### English Language Arts



Yellow

#### Academic Engagement

##### Graduation Rate



Green

#### Conditions & Climate

##### Suspension Rate



Orange

#### Mathematics



Orange

#### Chronic Absenteeism



No Performance Color

#### English Learner Progress



Red

#### College/Career

Medium





# School and Student Performance Data

## Academic Performance English Language Arts

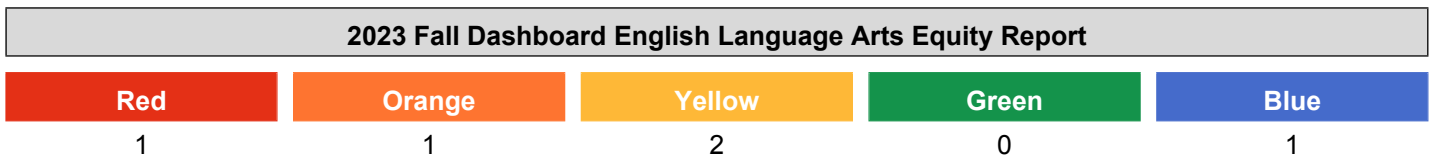
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
 Yellow	 Orange	 No Performance Color
0.4 points below standard Increased Significantly +28.9 points	64.4 points below standard Increased Significantly +63.9 points	0 Students
428 Students	131 Students	
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
Less than 11 Students  6 Students	 Yellow	 Red
	29.1 points below standard Increased Significantly +28.9 points	161.9 points below standard Decreased -11.9 points
	319 Students	48 Students

**2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students  5 Students	Less than 11 Students  2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 24.9 points below standard Increased Significantly +29 points 305 Students	66.5 points above standard 11 Students	 No Performance Color 0 Students	 Blue 58.9 points above standard Increased Significantly +20.9 points 106 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

**2023 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
129.7 points below standard Increased Significantly +27.4 points 66 Students	3.3 points below standard Increased Significantly +75.4 points 66 Students	38.9 points above standard Increased +9.3 points 151 Students

# School and Student Performance Data

## Academic Performance Mathematics

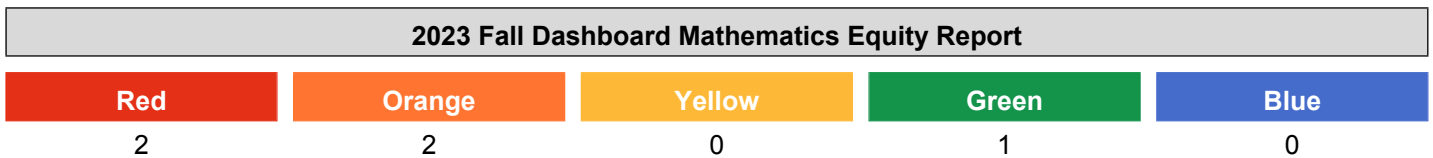
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>116.9 points below standard</p> <p>Increased +4.8 points</p> <p>427 Students</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>186.9 points below standard</p> <p>Increased Significantly +26.2 points</p> <p>131 Students</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>
<p><b>Homeless</b></p> <p>Less than 11 Students</p> <p>6 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>145 points below standard</p> <p>Increased +3.7 points</p> <p>319 Students</p>	<p><b>Students with Disabilities</b></p> <p>Red</p> <p>253.5 points below standard</p> <p>Decreased Significantly -16.3 points</p> <p>48 Students</p>

### 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students  5 Students	Less than 11 Students  2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red <span style="background-color: #e0e0e0; padding: 2px;">146.7 points below standard</span> Maintained +1.2 points  304 Students	Less than 11 Students  10 Students	 No Performance Color 0 Students	 Green <span style="background-color: #e0e0e0; padding: 2px;">45 points below standard</span> Increased +3.5 points  107 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

### 2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<span style="background-color: #e0e0e0; padding: 2px;">222.5 points below standard</span> Increased +8.2 points  65 Students	<span style="background-color: #e0e0e0; padding: 2px;">151.9 points below standard</span> Increased Significantly +30.9 points  66 Students	<span style="background-color: #e0e0e0; padding: 2px;">64.5 points below standard</span> Maintained +1.4 points  150 Students

# School and Student Performance Data

## Academic Performance English Learner Progress

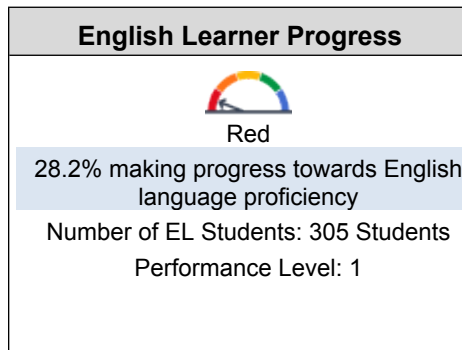
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2023 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
103	116	5	81

# School and Student Performance Data

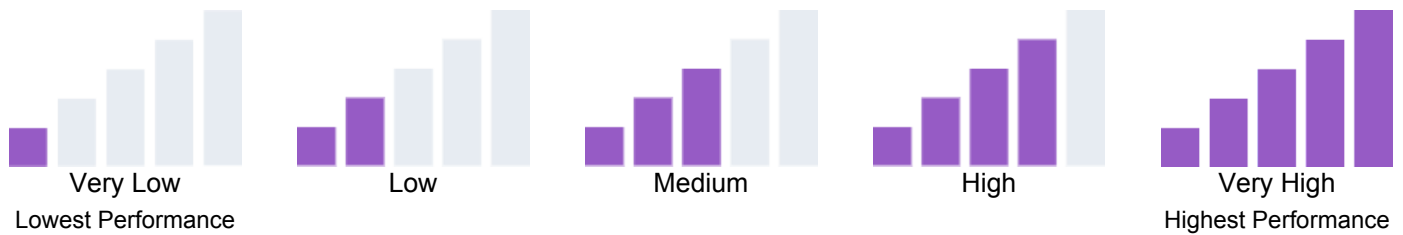
## Academic Performance College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

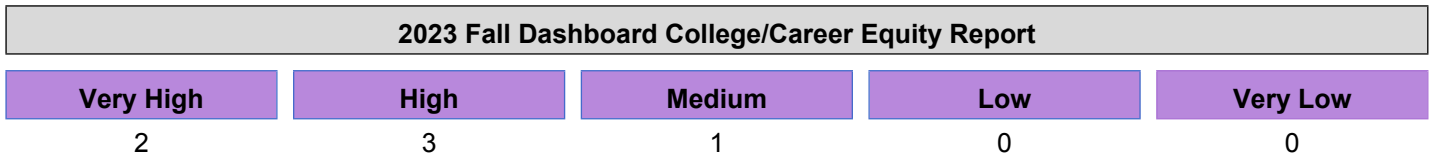
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

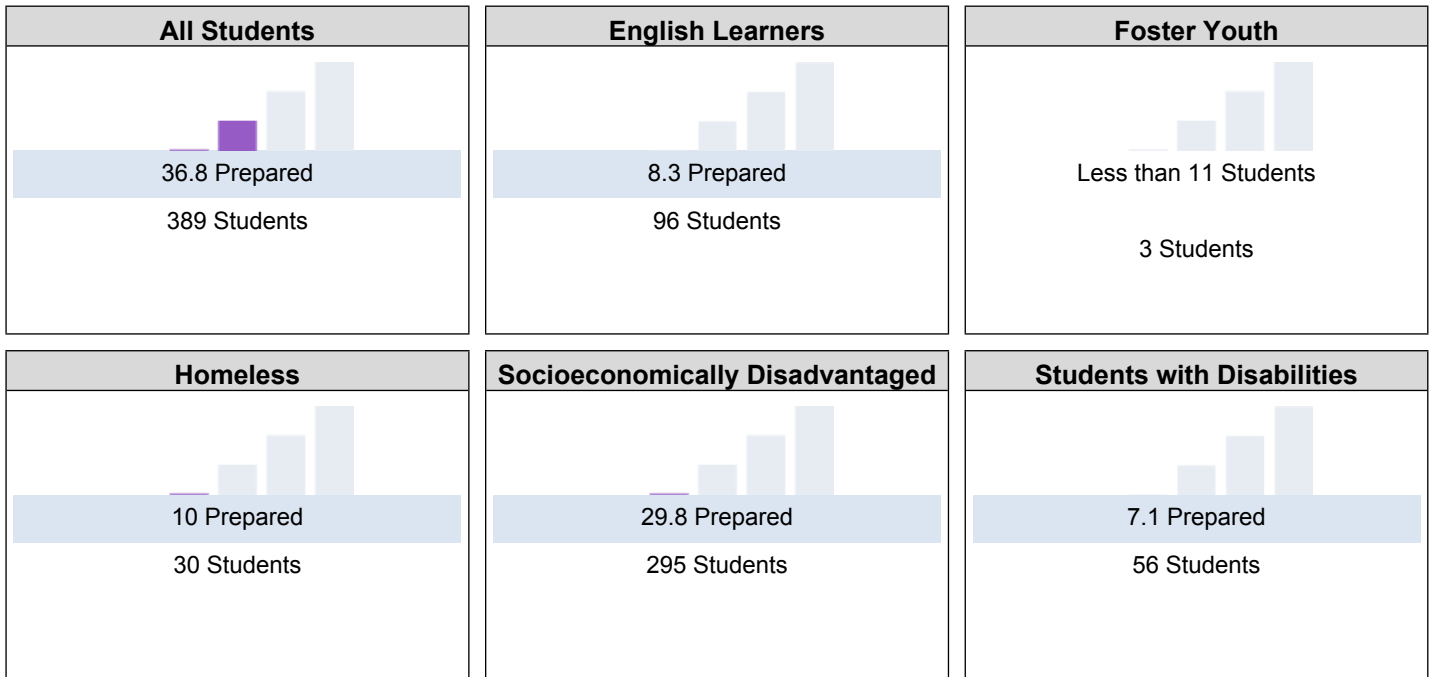


This section provides number of student groups in each level.

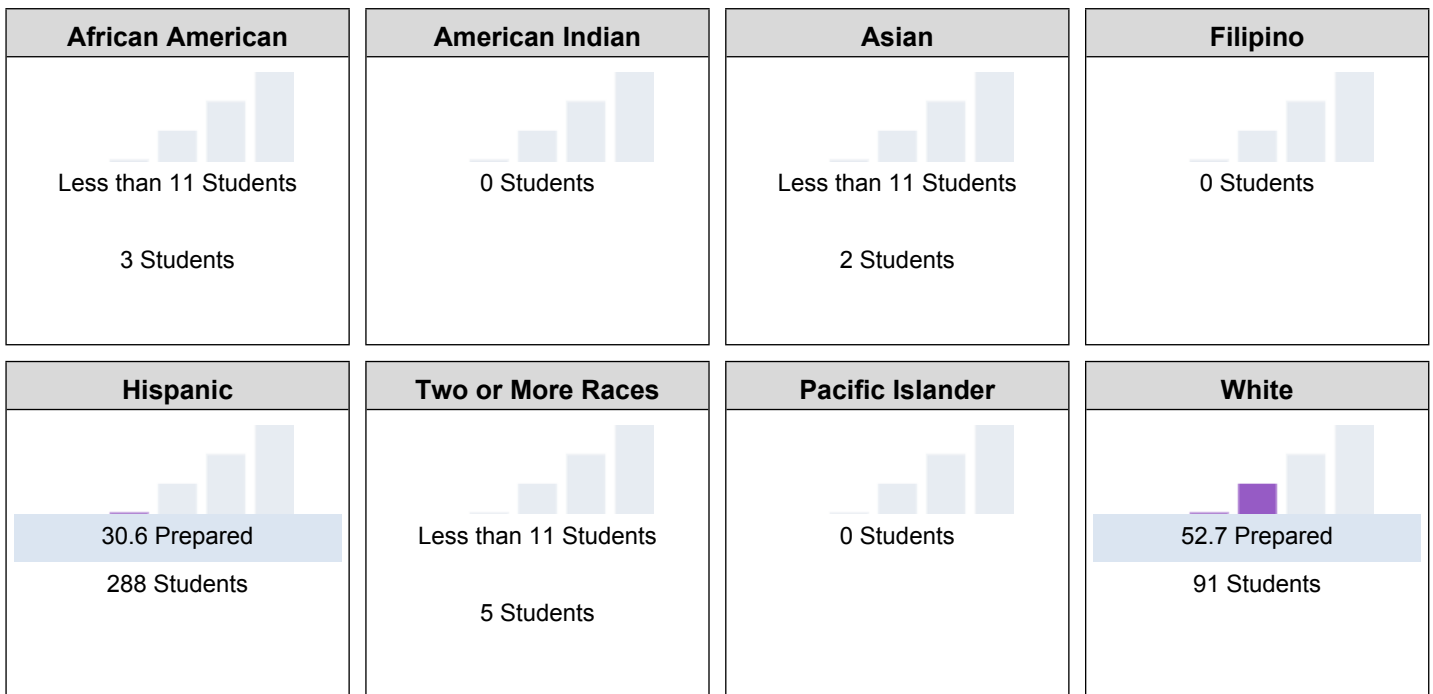


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

**2023 Fall Dashboard College/Career Report for All Students/Student Group**



**2023 Fall Dashboard College/Career Report by Race/Ethnicity**



# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.







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This section provides number of student groups in each level.











This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students



**2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
 <p>No Performance Color 0 Students</p>	 <p>No Performance Color 0 Students</p>	 <p>No Performance Color 0 Students</p>	 <p>No Performance Color 0 Students</p>
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
 <p>No Performance Color 0 Students</p>	 <p>No Performance Color 0 Students</p>	 <p>No Performance Color 0 Students</p>	 <p>No Performance Color 0 Students</p>

# School and Student Performance Data

## Academic Engagement Graduation Rate

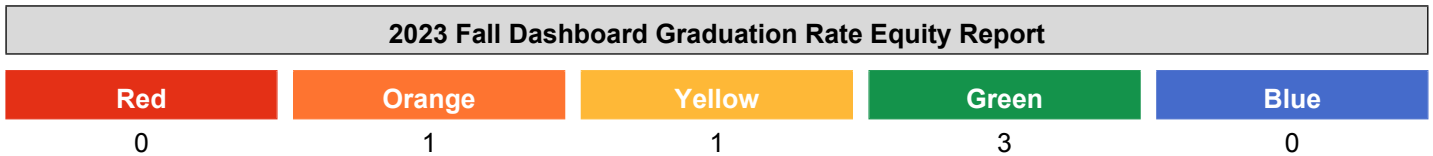
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”








This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
<b>All Students</b>  Green 94.1% graduated Maintained -0.9 389 Students	<b>English Learners</b>  Green 86.5% graduated Increased 2.6 96 Students	<b>Foster Youth</b> Less than 11 Students 3 Students
<b>Homeless</b> 83.3% graduated Increased 1.5 30 Students	<b>Socioeconomically Disadvantaged</b>  Green 93.6% graduated Maintained 0.4 295 Students	<b>Students with Disabilities</b>  Orange 83.9% graduated Decreased -1.2 56 Students

**2023 Fall Dashboard Graduation Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
<p>Less than 11 Students</p> <p align="center">3 Students</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">0 Students</p>	<p>Less than 11 Students</p> <p align="center">2 Students</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">0 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"></p> <p align="center">Green</p> <p align="center">93.8% graduated</p> <p align="center">Maintained 0</p> <p align="center">288 Students</p>	<p>Less than 11 Students</p> <p align="center">5 Students</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">0 Students</p>	<p align="center"></p> <p align="center">Yellow</p> <p align="center">94.5% graduated</p> <p align="center">Decreased -3.7</p> <p align="center">91 Students</p>

# School and Student Performance Data

## Conditions & Climate Suspension Rate

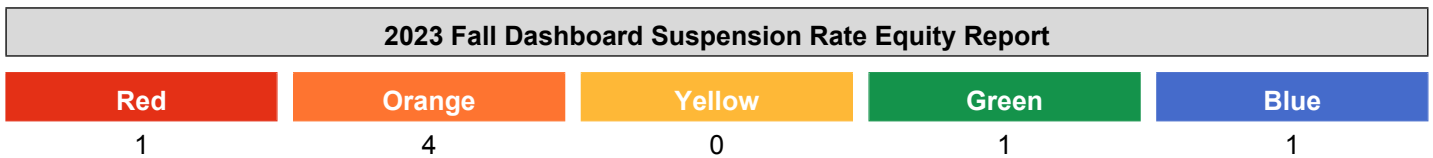
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This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
 Orange	 Orange	Less than 11 Students 6 Students
5.3% suspended at least one day	7.1% suspended at least one day	
Increased 1.4 1840 Students	Increased 1.5 408 Students	
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
 Blue	 Orange	 Red
0% suspended at least one day	5.7% suspended at least one day	9.3% suspended at least one day
Maintained 0 50 Students	Increased 1.3 1388 Students	Increased Significantly 3.9 248 Students

**2023 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
<p>18.2% suspended at least one day</p> <p>11 Students</p>	<p>Less than 11 Students 1 Student</p>	<p>0% suspended at least one day</p> <p>Maintained 0 16 Students</p>	<p>Less than 11 Students 9 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p> Orange</p> <p>5.4% suspended at least one day</p> <p>Increased 1.2 1378 Students</p>	<p> Green</p> <p>3.3% suspended at least one day</p> <p>Declined -5.8 30 Students</p>	<p> No Performance Color</p> <p>0 Students</p>	<p> Orange</p> <p>5.1% suspended at least one day</p> <p>Increased 2.1 395 Students</p>

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal 1

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

All student groups will increase achievement in ELA and math as measured by Star Renaissance and CAASPP performance.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Students Graduate College- and/or Career- Ready

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Although most student groups showed growth on the CAASPP in math, there are still significant areas of low performance. The following student groups have been identified as performing below standard in Math based on the CA School Dashboard: All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic).  
The following student groups have been identified as performing below standard in ELA based on the CA School Dashboard: Students with Disabilities.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard CAASPP ELA Data	CAASPP ELA 2023 All: .4 points below standard (Increased by 28.9 Points) EL: 64.4 Points Below Standard (Increased 63.9 Points) Hispanic: 24.9 Points Below Standard (Increased 29 Points) Socioeconomically Disadvantaged: 29.1 Points Below Standard (Increased 28.9 Points) Students with Disabilities: 161.9 Points Below Standard (Declined 11.9 Points)  CAASPP 2023 Standard Met: 51.36%	Increase Standard Met and Exceeded by 10% for each subgroup on the CA Dashboard Indicator: English Learners, Hispanic, Socioeconomic Disadvantaged, and Students with Disabilities
California Dashboard CAASPP Math Data	CAASPP Math 2023 All: 116.9 Points Below Standard - Increased 4.8 Points EL: 186.9 Points Below Standard (Increased 26.2 Points) Hispanic: 147.9 points below standard	Increase Standard Met and Exceeded by 10% for each subgroup on the CA Dashboard Indicator: English Learners, Hispanic, Socioeconomic Disadvantaged, and Students with Disabilities.

	Socioeconomically Disadvantaged: 145 Points Below Standard (Increased 3.7 Points) Students with Disabilities: 253.5 Points Below Standard (Declined 16.3 Points)  CAASPP 2023 Standard Met: 18.16%	
Star Renaissance Assessment	Grade 9 Reading Proficiency on Star Reading: 37.38% Grade 10 Reading Proficiency on Star Reading: 41.08%  Grade 9 Math Proficiency on STAR Math: 47.76% Grade 10 Math Proficiency on STAR Math: 61.69%	Increase students in the 50-100% percentile rank in Star reading and math by 5% by June 2025.
A-G Completion	27.6% D and F rate at Semester 1 grading period in English 9 39.2% D and F rate at Semester 1 grading period in English 10  46.8% D and F rate at Semester 1 grading period in Math 1 52.6% D and F rate at Semester 1 grading period in Math 2	Decrease D and F rate by 5% by June 2025 English 9, English 10, Math 1 and Math 2

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	NVUSD Strategic Plan: Key Initiatives and Tactics 1a. Support the effective, consistent implementation of current State standards in ELA, Math, ELD, Science and History/Social Studies. 1d. Improve performance outcomes for all students, and at least one year's growth in one year's time in all core subjects. 2a. Implement inquiry-based learning grounded in State standards utilizing high-impact instructional strategies.  WASC Area of Improvement Goal 1: Development of Interdisciplinary Teams (AVID, ELD, Special Education, Grading and Assessment, SEL, and School Culture) WASC Area of Improvement Goal 2: Build Cohesive PLCs WASC Area of Improvement Goal 3: Create Impactful Interventions  Action Plan: Curriculum Adoptions:	All students with an intentional focus in ELA on: English Learners Hispanic Socioeconomic Disadvantaged Students with Disabilities	11,001 0003 - Supplemental 1000-1999: Certificated Personnel Salaries Release Time for Instructional Rounds Learning Walks, AVID, MLL, Department /PLC Planning, Data and Assessment Analysis 2,353 0003 - Supplemental 4000-4999: Books And Supplies Supplies to support instruction

	<p>In ELA, NVUSD teachers completed a textbook adoption process that resulted in the adoption of StudySync at the high school level. Additionally, NVUSD teachers adopted a list of core novels to be taught at each grade level. There has also been a new adoption for ELD that will be implemented in 2024-2025. Training and implementation for these will begin in the fall of 2024. These will also be aligned to the NVUSD ELA Priority Standards and Proficiency Scales. Teachers will be provided release time and after hours training and planning time.</p> <p>Professional Learning Communities: Teachers collaborate multiple times monthly during Early Release in their PLC teams. During this time, teachers will be creating common assessments, analyzing student data from those assessments, and developing effective and immediate interventions for their students. These assessments will be directly tied into the NVUSD content area Priority Standards and Proficiency Scales. Teams will also utilize Star Reading data along with ELlevation to support students with instruction that targets their areas of need. In the Spring of 2023 and again in the fall of 2023, all staff were trained in the use of ELlevation by the NHS MLL Interdisciplinary Team. ELlevation training will continue in the 2024-2025 school year. PLCs will also implement common grading categories and grading systems.</p> <p>AVID: NHS teachers have adopted AVID and AVID WICOR strategies as part of their Schoolwide Learning Outcomes. Teachers will continue to use and focus on AVID strategies through the use of AVID Focused Note-taking, by using Collaborative Study Groups during Intervention, and through the use of AVID Critical Reading strategies when accessing text. Continued training will be provided by the AVID Interdisciplinary Team through onsite and district trainings and release days.</p>		
<p><b>1.2</b></p>	<p>Key Initiatives and Tactics 1c. Assess student learning through a robust, balanced assessment system that includes formative, diagnostic, interim, summative and performance-based assessment tools to inform teaching and respond to students' needs.</p> <p>WASC Area of Improvement Goal 1: Development of Interdisciplinary Teams (AVID, ELD, Special Education, Grading and Assessment, SEL, and School Culture) WASC Area of Improvement Goal 2: Build Cohesive PLCs WASC Area of Improvement Goal 3: Create Impactful Interventions</p> <p>Action Plan:</p>	<p>All students with an intentional focus in Math on: English Learners Hispanic Socioeconomic Disadvantaged Students with Disabilities</p>	<p>2,500 0003 - Supplemental 1000-1999: Certificated Personnel Salaries EWR's and Subs for teacher release time</p>



	<p><b>Curriculum Adoptions</b>  In the spring of 2023, the NVUSD high schools adopted a new math curriculum. Beginning in the fall of 2023, all math teachers began using the new textbook adoption in all math subject areas. Teachers will receive ongoing training and support by both the publisher as well as the NVUSD Instructional Services department. Teachers will be provided release time and after hours training and planning time. Teachers will implement common assessments and analyze the data during release days by level (Math 1, 2, and 3).</p> <p><b>Professional Learning Communities:</b>  Teachers collaborate multiple times monthly during early release days in their PLC teams. During this time, teachers will be creating common assessments, analyze student data from those assessments, and develop effective and immediate interventions for their students. These assessments will be directly tied into the NVUSD content area Priority Standards and Proficiency Scales. Teams will also utilize Star Reading and Math data along with ELlevation to support students with instruction that targets their areas of need. In the Spring of 2023 and again in the fall of 2023, all staff were trained in the use of ELlevation by the NHS MLL Interdisciplinary Team. Additional training will be given to all staff in September of 2023.</p> <p><b>Action Plan:</b> Napa High School students take the Renaissance Star assessment in math multiple times each year. Prior to using the data for instructional modification, staff will receive training focused on reading the results and methods to use the results to modify instruction. Following the second assessment and training, the results can be used to guide instruction as part of district and site level professional learning communities. Deeper instructional coaching will be provided to staff to use the data to provide targeted instruction and intervention.</p>		
1.3	Use College and Career Readiness Tool for college and career exploration.		
1.4	Provide students with access to Credit Recovery to become A-G eligible as well as to meet the minimum requirements to graduate from NVUSD. Provide before/after school academic support to students.		0 0003 - Supplemental 5000-5999: Services And Other Operating Expenditures Extended Day (Before School / After School) (District Paid) 0 0003 - Supplemental 1000-1999: Certificated Personnel Salaries 0.4 FTE for On-Site Credit Recovery (District paid)
1.5	AVID membership to support professional learning and use of data to track college and career readiness.		0 0003 - Supplemental

# Annual Review

## SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

In the 2023-2024 school year, much focus was placed on providing MLL students with targeted and intentional support. Teachers were trained in how to access their MLL student data and provided strategies they could use with students in their classes. While much work still remains, students experience significant growth between the CAASPP in 2022 vs. 2023. Specifically, several of our targeted subgroups made large gains in English and Math. MLLs grew from 128.3 points away from the standard to 64.4 points away in ELA. Additionally, our SED students grew from 57.9 points away from standard in 2022 to 29.1 points away in ELA. In Math, MLL students grew from 213.1 points away from standard in Math to 186.9 points away.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

In 2024-2025, Napa High School will continue with its implementation plan as stated. Students experienced growth and the site will continue to focus on strategies that led to success.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The goal and outcomes remain unchanged for the upcoming year.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal 2

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

**Multilingual learners will be provided integrated and designated ELD to accelerate language acquisition and increase the rate of reclassification.**

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Students Experience Responsive, Engaging Pedagogy

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Multilingual learners have been identified as needing additional support in English Language Development based on the California Dashboard and ELPAC scores.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Implementation of newly adopted curriculum in science	New curriculum has been integrated into all science classes. There still remains a need for science to align their curriculum to the NGSS standards	Alignment of NGSS within core science courses and to curricular resources
Adoption of new History/Social Science curriculum	TCI History Alive! was adopted by all social studies courses in NVUSD in 2023. Continued training will take place in the 2024-2025 school year	Increase in performance and student learning as a result of relevant curricular resources and culturally responsive strategies as evidenced by A-G completion rates
Adoption and integration of culturally relevant teaching and learning strategies aligned to CCSS in ELA	Baseline data is not available given the new process	Increase in performance and student learning as a result of professional growth through key strategies as evidenced by A-G completion rates
CA Dashboard College and Career Indicator	The 2023 CA Dashboard CCR Indicator baseline is 8.3% of MLL students being prepared. 2023 is the first year the indicator has been released.	Decrease in F rate in English, Math, Science, and Social Science by 5%
NHS Wellness Center Use Data	The NHS Wellness Center continues to serve a large number of students at Napa High School. This number exponentially increased in the 2023-2024 school year (its first full year in existence).	Increase number students accessing the NHS Wellness Center.
California Dashboard Data: EL Progress Indicator - 2023	Baseline 2023 EL Progress 28.2%	Increase the percentage of EL students making progress by 10%

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>NVUSD Strategic Plan Goal 2: Tactics Develop the skills of our workforce through systematic training and a consistent evaluation process that supports professional growth</p> <p>WASC Area of Improvement: WASC Area of Improvement Goal 1: Development of Interdisciplinary Teams (AVID, ELD, Special Education, Grading and Assessment, SEL, and School Culture) WASC Area of Improvement Goal 2: Build Cohesive PLCs WASC Area of Improvement Goal 3: Create Impactful Interventions</p> <p>Action Plan: 1. Each PLC will identify learning intentions and success criteria which will be reviewed for vertical articulation. 2. Each PLC will identify their Priority Standards and Proficiency Scales to measure student learning. 3. PLCs will be given the opportunity for extended collaboration time through the use of substitutes and EWRs. 4. PLCs, with the support of the MLL and AVID Interdisciplinary Teams, will integrate AVID strategies as well as targeted scaffolding in their daily instruction. 5. PLCs will utilize ELLevation to target instruction for Multilingual Learners.</p>	All Students	<p>6,700 0003 - Supplemental 1000-1999: Certificated Personnel Salaries EWRs and Subs for staff release time for PLC planning time</p>
1.2	<p>NVUSD Strategic Plan Goal 2: Tactics Develop the skills of our workforce through systematic training and a consistent evaluation process that supports professional growth</p> <p>WASC Area of Improvement: WASC Area of Improvement Goal 1: Development of Interdisciplinary Teams (AVID, ELD, Special Education, Grading and Assessment, SEL, and School Culture) WASC Area of Improvement Goal 2: Build Cohesive PLCs WASC Area of Improvement Goal 3: Create Impactful Interventions</p> <p>Action Plan: There will be a focus on effective and intentional use of strategies during intervention time. Staff will be trained in MLL, AVID, Advanced Placement, and</p>	All Students with a focus on Multilingual Learners	<p>18,961 0003 - Supplemental 1000-1999: Certificated Personnel Salaries Early Release Days built into schedule 7,003 0003 - Supplemental 2000-2999: Classified Personnel Salaries IA, Bilingual and Resource 3000 0003 - Supplemental 4000-4999: Books And Supplies Books / Textbooks 5,000 0003 - Supplemental</p>

	<p>SEL strategies to consistently be embedded within instruction. The focus on intervention will lead NHS to align and connect its Priority Standards and Learning Intentions to purposeful assessments to address students who are not demonstrating learning and achievement of the Learning Intentions and Priority Standards. Staff will be provided substitutes for release time as well as EWRs for planning days during summer and after contract hours. The ISA and MLL teams will also coordinate to better support MLL students in the development of their primary language with the goal of increasing MLL passing rates on the DELE exam. Additional support will be provided for AP courses and exams.</p>	<p>5000-5999: Services And Other Operating Expenditures Transportation 3000 0003 - Supplemental 4000-4999: Books And Supplies Equipment</p>
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# Annual Review

**SPSA Year Reviewed: 2023-24**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

There continues to be a need for intentional and targeted supports and scaffolds in all courses at Napa High to support MLL students. Teachers are actively engaging in vertical and horizontal articulation. New to the 2023-2024 school year in Napa High School's participation in On-Track focusing on the 8th-9th grade transition with the goal of increasing the number of students completing the 9th grade being on schedule to complete their A-G requirements. In the 2024-2025 school year, this will be scaled up to more departments and grade levels.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Due to increased support from NVUSD, we have increased professional development in each content area. There will also be increased focus on school-wide AVID strategies.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

There was a change to focus on the CA Dashboard College and Career Indicator to measure student preparedness. There may be adjustments to the process of implementation as we partner with NVUSD to support professional development in these key initiatives.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal 3

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

**Grow and strengthen family engagement in support of improvements in student achievement for all student groups.**  
 MLL Master Plan Objective 5: Leverage the ELAC structure to engage families in decision making related to school and district programs in support of multilingual learner academic and socio-emotional needs.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Families will experience Robust Communication, Community Engagement and Advocacy

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Multilingual learners continue to perform below other student groups in both ELA and Math on state and local measures. Needs assessment data indicates a need to increase opportunities for the families of MLL students to advise the principal and school staff on the school's program for multilingual learners.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Academic Family Club and Booster Executive Cabinet Positions	ELAC, SSC, and PFC are composed of all newly elected officers.	Parent Club and Booster Executive Cabinet Positions are filled with multi-grade level families to create sustainability and supported with training to be active participants in the learning environment and support of school-wide goals.  Participation and support in PFC, SSC, and ELAC is reflective of 10% of the respective parent populations.
Parent Aeries Data Confirmation	68 parents did not complete Aeries Data Confirmation during the 2023-2024 school year	Decrease the number of families not completing Aeries Data Confirmation to less than 30.

### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	NVUSD Strategic Plan Goal 3: Tactics	All Students	10,000 0003 - Supplemental

	<p>2a. Systematize parent engagement and advocacy efforts at the District and site level.</p> <p>2b. Provide effective school site websites, parent communication, and social media.</p> <p>2c. Provide and participate in varied forums for public engagement and feedback.</p> <p>WASC Area of Improvement:  WASC Area of Improvement Goal 1: Development of Interdisciplinary Teams (AVID, ELD, Special Education, Grading and Assessment, SEL, and School Culture)  WASC Area of Improvement Goal 2: Build Cohesive PLCs  WASC Area of Improvement Goal 3: Create Impactful Interventions</p> <p>Action Plan: The Principal and Community Family Liaison will recruit through weekly communication, small group, and one-on-one meetings parent leaders. They will identify training through CAFE and other parent resources to support parent learning and leadership development. The Principal will provide the yearly required training for ELAC and Site Council. Parent Faculty Club will further meet to review the mission and align to the current academic needs of the student body. Additionally, Booster groups will have a regular communication in the weekly family newsletter. Parent workshops on topics relating to college and career, student safety and wellness, and community resources will be held throughout the year. ELAC will host a community ELAC night in August to welcome families to the new school year and to connect families to community resources, complete Aeries Data Confirmation, and allow students and parents to meet staff.</p>		4000-4999: Books And Supplies 4000 0003 - Supplemental 5000-5999: Services And Other Operating Expenditures Conferences and Training
1.2			

## Annual Review

### SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Each parent organization has strategic communication points of contact with an administrator which allows for early, often, and ongoing communication. A communication team including classified and certificated staff meets weekly to strategically coordinate communication based on information fed through the administrative team and parent organizations. The Principal works directly with the Parent Club, ELAC, and Site Council to train and support a sustainable model for family involvement.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

All parent meetings are in person gatherings.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

There continues to be a need to evaluate and assess funds allocated for student and family field trips to local colleges and community-based learning opportunities. Reallocations will be based on the needs identified in our assessment.



# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal 4

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

**Students will graduate and meet a-g requirements at a higher rate, resulting in more students placing "prepared" on the college/career readiness indicator.**

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Students Thrive Socially, Emotionally and Academically

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The following student groups have been identified as needing additional support with graduating and meeting a-g requirements based on the California State dashboard: Students with Disabilities.  
The following student groups have been identified as needing additional support in order to be prepared based on the College and Career Readiness Indicator: English Learners and Students with Disabilities.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Wellness Center Access	Napa High operated the Wellness Center for its first full year in 2023-2024.	There will be an increase in the number of students that access the NHS Wellness Center.
California Healthy Kids Survey	Students participate in NHS Staff Meetings, in the student led Student Focus Groups, Student and Staff Round Table Discussions, Site Council, and through the ASB Leadership Classes.	Students will participate in more than 50% of NHS Staff Meetings. Student Focus Groups will be held at least 5 times each year.
SDQ	Review SDQ survey data after first initial assessment with the MTSS team.	Improved responses by students on the SDQ
California Dashboard Student Discipline data - 2023	5.3% of students suspended at least 1 day	Decrease the suspension rate by 1% schoolwide.
California Dashboard College and Career Readiness Indicator	36.8% of students prepared	Increase the number of students being prepared by 10%
Chronic Absenteeism Rate	Chronic Absenteeism Rate of 19.4	Decrease the chronic absenteeism rate by 3%

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>NVUSD LCAP Goal 4: Students thrive socially, emotionally and academically</p> <ol style="list-style-type: none"> <li>1. Promote prevention and intervention programs that focus on health, wellness and positive personal and social development.</li> <li>2. Support the effective, consistent implementation of PBIS and restorative practices.</li> <li>3. Ensure the effective, consistent implementation of Multi-tiered Systems of Support for academic and behavioral intervention in order to provide differentiated support for all.</li> </ol> <p>WASC Area of Improvement: WASC Area of Improvement Goal 1: Development of Interdisciplinary Teams (AVID, ELD, Special Education, Grading and Assessment, SEL, and School Culture) WASC Area of Improvement Goal 2: Build Cohesive PLCs WASC Area of Improvement Goal 3: Create Impactful Interventions</p> <p>Action Plan: Increase student access to community supports through the NHS Wellness Center. Students and staff have access to mental health and social emotional supports from both NVUSD and outside providers within the community. Staff, students, and families will be introduced to the core competencies of SEL. Weekly time in classrooms will be used to support the implementation SEL practices along with the Counselor on the Move program and the use of Naviance and other College and Career platforms from the NHS Counseling Department. Students will be given increased voice through their inclusion in Staff Meetings, student led student focus groups, a Student Principal's Advisory Council, and inclusion in the monthly Parent Club meetings. Staff meetings will also include student focus groups to share and report out to staff their experiences as a student at Napa High School. SEL and School Culture Interdisciplinary Teams will provide ongoing training and support to staff. The MTSS team will meet multiple times monthly to examine student data and determine appropriate interventions and tiered supports. ASB Student Leadership will support the SEL development and engagement across campus.</p>	All Students	
1.2	<p>Prop 28 California Proposition 28 provides Napa High School with a guaranteed funding source for the Visual and Performing Arts. 80% of the annual funds are required to be spent on personnel for new</p>	All Students	<p>125,000 6770 - Prop 28 1000-1999: Certificated Personnel Salaries Certificated positions</p>

	<p>positions and programs. Napa High will utilize its money in the following manner:</p> <ol style="list-style-type: none"> <li>1. Provide support staff for Performing Arts. These are positions such as but not limited to an accompanist, Assistant Band Director, Choreography, Instructional Assistants.</li> <li>2. Develop new sections of VAPA to support student participation that are included into the NHS Master Schedule</li> <li>3. Purchase supplies, resources, and equipment that support the development and implementation of VAPA.</li> </ol>		<p>82,940  6770 - Prop 28  2000-2999: Classified Personnel Salaries  Classified support staff  32,476  6770 - Prop 28  3000-3999: Employee Benefits    12,000  6770 - Prop 28  5000-5999: Services And Other Operating Expenditures  Travel and transportation  42,664  6770 - Prop 28  4000-4999: Books And Supplies</p>
1.3	<p>CTE  Students will have access to CTE courses. Currently students are offered pathways in Construction, Manufacturing, and Medical Biology. In 2024-2025, Napa High will begin planning for adding additional pathways in International Business and Agriculture Mechanics. Planning will include facilities, resources, equipment, and personnel needs.</p>	All Students	<p>2,000  0003 - Supplemental  1000-1999: Certificated Personnel Salaries  CTE certificated staff, sub release time  2,000  0003 - Supplemental  2000-2999: Classified Personnel Salaries  Clerical and IA support  6,000  0003 - Supplemental  4000-4999: Books And Supplies  Materials and resources</p>
1.4	<p>Students will have access to extra curricular activities and athletics. Support will come through NHS providing coaches, subs for teachers, transportation, and equipment.</p>	All Students	<p>155,565  0003 - Supplemental  5000-5999: Services And Other Operating Expenditures  Transportation and equipment</p>
1.5	<p>NVUSD LCAP Goal 4: Students thrive socially, emotionally and academically</p> <ol style="list-style-type: none"> <li>1. Promote prevention and intervention programs that focus on health, wellness and positive personal and social development.</li> <li>2. Support the effective, consistent implementation of PBIS and restorative practices.</li> <li>3. Ensure the effective, consistent implementation of Multi-tiered Systems of Support for academic and behavioral intervention in order to provide differentiated support for all.</li> </ol> <p>WASC Area of Improvement:  WASC Area of Improvement Goal 1: Development of Interdisciplinary Teams (AVID, ELD, Special Education, Grading and Assessment, SEL, and School Culture)  WASC Area of Improvement Goal 3: Create Impactful Interventions</p>		

<p>The NHS MTSS team will regularly review and assess student data. Student's chronically absent will be provided interventions, home visits, and counseling support. Parents will be offered education through the resources of NVUSD, the community, and the NHS Wellness Center.</p>		
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## Annual Review

### SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

The NHS Wellness Center has provided students the safety and support needed to function more effectively at school. Students regularly access the Wellness Center for mental health supports. The Student Services team continues to work on adding additional community resources to also support our NHS families.

NHS improved its chronic absenteeism rate by 4.4%. This is due to the ongoing and consistent work of the NHS counselors, social worker, and Wellness Center Team. During the 2023-2024 school year, Napa Probation began meeting with students on site to better and more proactively support them.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Implementation of this goal requires a reallocation of time and focus. New expenditures will be seen in VAPA through Prop 28 funds and through the development of new CTE pathways. There may be costs associated with staff release and stipends.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Increased student and family involvement in decisions at Napa High School. Increased participation in VAPA, CTE, and extra curricular activities. Improved attendance of students and increased participation of family members.

# Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$534,163.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

## Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

**Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.**

Federal Programs	Allocation (\$)
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
0003 - Supplemental	\$239,083.00
6770 - Prop 28	\$295,080.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$534,163.00

Total of federal, state, and/or local funds for this school: \$534,163.00

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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### Expenditures by Funding Source

Funding Source	Amount
0003 - Supplemental	239,083.00
6770 - Prop 28	295,080.00

### Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	166,162.00
2000-2999: Classified Personnel Salaries	91,943.00
3000-3999: Employee Benefits	32,476.00
4000-4999: Books And Supplies	67,017.00
5000-5999: Services And Other Operating Expenditures	176,565.00

### Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	0003 - Supplemental	41,162.00
2000-2999: Classified Personnel Salaries	0003 - Supplemental	9,003.00
4000-4999: Books And Supplies	0003 - Supplemental	24,353.00
5000-5999: Services And Other Operating Expenditures	0003 - Supplemental	164,565.00
1000-1999: Certificated Personnel Salaries	6770 - Prop 28	125,000.00
2000-2999: Classified Personnel Salaries	6770 - Prop 28	82,940.00

3000-3999: Employee Benefits	6770 - Prop 28	32,476.00
4000-4999: Books And Supplies	6770 - Prop 28	42,664.00
5000-5999: Services And Other Operating Expenditures	6770 - Prop 28	12,000.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	15,854.00
Goal 2	43,664.00
Goal 3	14,000.00
Goal 4	460,645.00

# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.



For questions related to specific sections of the template, please see instructions below.

## Instructions: Table of Contents

- [Plan Description](#)
- [Educational Partner Involvement](#)
- [Comprehensive Needs Assessment](#)
- [Goals, Strategies/Activities, and Expenditures](#)
- [Annual Review](#)
- [Budget Summary](#)
- [Appendix A: Plan Requirements for Title I Schoolwide Programs](#)
- [Appendix B: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

## Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

### **Additional CSI Planning Requirements:**

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

### **Additional ATSI Planning Requirements:**

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

## Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

### **Additional CSI Planning Requirements:**

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

### **Additional ATSI Planning Requirements:**

This section meets the requirements for ATSI.

## Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

**Additional CSI Planning Requirements:**

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

**Additional ATSI Planning Requirements:**

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

## **Comprehensive Needs Assessment**

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

**SWP Planning Requirements:**

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

**CSI Planning Requirements:**

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

**ATSI Planning Requirements:**

Completing this section fully addresses all relevant federal planning requirements for ATSI.

## **Goals, Strategies/Activities, and Expenditures**

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

**Additional CSI Planning Requirements:**

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

**Additional ATSI Planning Requirements:**

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

**Goal**

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

**Identified Need**

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

**Annual Measurable Outcomes**

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

**Additional CSI Planning Requirements:**

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

## Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to EC Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

**Additional CSI Planning Requirements:**

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

**Additional ATSI Planning Requirements:**

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

**Note:** Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

## Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

**Note:** *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

### Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

### Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

## Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

**Note:** *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

**Additional CSI Planning Requirements:**

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

**Note:** *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

**Additional ATSI Planning Requirements:**

**Note:** *Federal funds for CSI shall not be used in schools eligible for ATSI.*

## Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

## Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
    - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

## Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
  - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
  - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
  - b. Use methods and instructional strategies that:
    - i. Strengthen the academic program in the school,
    - ii. Increase the amount and quality of learning time, and
    - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
  - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
    - i. Strategies to improve students' skills outside the academic subject areas;
    - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
    - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
    - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
    - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
  1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.



- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations (34 CFR)*, sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

# Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## **CSI Resources**

**For additional CSI resources, please see the following links:**

- **CSI Planning Requirements** (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**  
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

## Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:  
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:  
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

## Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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